DOCUMENT RESUME

ED 292 867 TM 011 282

TITLE High School and Beyond: Twins and Siblings' File Users' Manual, User's Manual for Teacher Comment File, Friends File Users' Manual.

INSTITUTION National Center for Education Statistics (ED), Washington, DC.

PUB DATE Sep 82

NOTE 91p.; Figures marginally legible.

PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Academic Aspiration; *Databases; Data Collection; Data Processing; Friendship; Grade 10; Grade 12; High Schools; *High School Students; *Longitudinal Studies; Online Systems; Siblings; Surveys; Teacher Attitudes; Twins

IDENTIFIERS High School and Beyond (NCES); *National Longitudinal Surveys

ABSTRACT

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

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HIGH SCHOOL AND BEYOND:

TWINS AND SIBLINGS' FILE

USERS' MANUAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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May 1982

TM011282

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HIGH SCHOOL AND BEYOND

USERS' MANUAL FOR THE TWINS AND SIBLINGS' FILE

I. INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, information was gathered that identified twins, triplets, and non-twin siblings among sample members. Sampled twins and triplets were encouraged to bring their co-twin or co-triplet siblings to the group questionnaire dministrations. These augmented twins and triplets plus sampled twins, triplets, and siblings comprise the Twins and Siblings file. This file contains all of the variables that are on the HS&B student file, plus two additional variables (Family ID and SETTYPE - type of twin or sibling).

II. INDENTIFICATION AND AUGMENTATION

Identification of Twins and Triplets

Due to the fact that twins data lend themselves to powerful analyses which contribute to interpretation of data from the broader HS&B study, elaborate efforts were made to identify twins 1/ as early as possible in the survey process.

Newletters which were distributed to sampled students prior to the actual survey encouraged twins to identify themselves to NORC (National Opinion Research Center) personnel and to invite their co-twin to participate in the

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1/ Since the procedures used with triplets were highly similar they will not be separately described.

study as well (if the co-twin attended the same high school and was not already selected into the sample). The newsletter invitation was followed by a similar appeal at Orientation Day. (Orientation was typically held a week or so prior to the actual Survey Date in order to inform students of the purposes and goals of High School and Beyond and to engender student cooperation with the research.) School personnel were also enlisted in the search of twins in the sample. All of these means of locating twins stressed the importance of twin research and welcomed twin participation in the wider study.

For all sampled students who identified themselves as members of a twin pair, a twin indicator was added to the High School and Beyond School Roster beside the student's Student Code and name. As co-twins were identified, their names and Student Codes were added to the School Roster, similarly flagged as twins and linked to their sampled twin. 2/ The vast majority of twin pairs in the study were pre-identified in this fashion. An additional 52 pairs were discovered using the methods employed to identify ordinary siblings, as described below. Whenever possible, the birthdates of the members of a preidentified twin pair were compared to verify that they were the same.

Identification of Non-Twin Siblings

The first step was to locate, via computer search of the HS&B student files, all students within each school, with the same surname. Next, appropriate items in the student identification section (see appendix) of the questionnaires were examined to determine whether students with the same surname lived

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2/ In 90 cases, both members of a twin pair fell into the sample by chance. In all cases, at least one member of the twin pair is part of the original random sample. The non-sampled co-twins are flagged in the data file, as described in the section on Tape Format below, in order that users may identify the augmented twins.

at the same address. If so, and if their birthdates were at least nine months apart as well, this was taken as sufficient evidence that the students were non-twin siblings.

In most instances, there was a great deal of corroborative evidence as well. For example, telephone numbers generally were identical. If not, however, this in itself was not taken to be evidence that the students were not siblings, since it is not uncommon for an adolescent to have his/her own telephone with a different number from the family telephone). In addition, parent names and addresses usually also matched. (However, since only one parent name was requested in Item 2, it occasionally occurred that one student listed the father while the sibling listed the mother). Items 6 and 7 asked respondents to list the names and addresses of persons who would know how to locate the students for future follow-ups. It was not unusual for siblings to list identical relatives at matching addresses, with the indicated type of relative clarifying and supporting the sibling identification (e.g., both high school siblings would list the same post-graduate 'brother' or 'sister'),

In all cases, if any doubt existed regarding the identification of particular twin or sibling pairs, a telephone call was made to the student's home to verify the relationship.

III. TWINS, TRIPLETS AND SIBLINGS AVAILABLE FOR ANALYSIS

Using the procedures outlined above, a total of 636 twin pairs and 6 sets of triplets were identified. 104 of the twin pairs were not included on the data file because at least one member of the pair had not provided usable Base Year

data. Accordingly the file contains data on 532 complete twin pairs (243 in the Senior cohort and 289 in the Sophomore cohort). One additional twin (whose co-twin supplied no data) is included in the twins dataset because of the fact that this student can be linked to a non-twin sibling who did participate in the Base Year. Among triplets, there are two complete sets (both in the Sophomore cohort), and 3 sets in which at least two of the three members participated in the Base Year survey (all in the Senior cohort). In the remaining triplet set, all three members were non-participants. In thirteen instances, twin pairs can be matched with an additional non-twin sibling also in the sample.

A total of 840 sets of non-twin siblings were identified using a variety of High School and Beyond survey materials. Of this number 824 sets were found to have usable data from at least two siblings (counting the 14 sets described above in which a non-twin sibling may be matched with a twin or twin pair).

In all, the Base Year dataset contains 1,348 sets (families) containing two or more siblings (524 with twins or triplets only, 810 with non-twin siblings only, and 14 with both sibling types). Since the sample design for the First Follow-up of High School and Beyond included all Sophomore Base Year non-respondents and a subsample of Senior Base Year non-respondents, the number of usable sets of twins, triplets and siblings may increase slightly in subsequent datasets.

IV. DESCRIPTION OF THE FORMS

Questionnaires

Both the sophomore and senior questionnaires covered such topics as: background, school activities, out-of-school activities, attitudes, and post-high school plans and aspirations. Some of the items in both questionnaires are sufficiently similar to items used in NCES's earlier study (of the High School Class of 1979) to permit meaningful comparisons across theis time period.

Tests

The cognitive tests completed by sophomores were : vocabulary, reading, mathematics (parts 1 and 2), science, writing, and civics education. The cognitive tests completed by seniors were: vocabulary (parts 1 and 2), Mathematics (parts 1 and 2), picture number, mosaic comparisons (part 1 and 2), and visualization in three dimensions.

V. FIELD PROCEDURES

The data were collected between February 1 and May 15, 1980. Sophomore and senior groups (including twins, triplets, and siblings) within each school met separately on a given day, and completed the questionnaires and tests in one session. A field representative was present with each group to explain survey procedures and to answer questions.

The first step for the students was the completion of an identification booklet which provided information about how they might be located if selected for a future follow-up. To preserve student confidentiality these booklets were handled, shipped, and stored separately from the other student instruments.

The students then filled out a self-administered questionnaire. When all had finished, (usually in about an hour) a member of the school staff administered the cognitive tests. While the students were taking the tests, field personnel spot edited the questionnaires for completeness of a subset of key questions. 3/ Students were asked to provide any missing key information after they completed the tests. Since both participation in the survey and responding to any particular item were completely voluntary, students were given the option of marking a special oval to indicate that they preferred not to answer a particular question.

School staff usually conducted a series of make-up days if any sample students were absent on survey day. To preserve the confidentiality of student data these questionnaires were not subjected to spot edit.

All student questionnaires and tests were optically scanned. The questionnaire data were then machine edited and any key items which had been omitted were flagged. Editors attempted to obtain the missing information by telephone.

VI. DATA PREPARATION

Editing and response consistency

The student questionnaires and tests were designed for optical scanning so as to eliminate error in the transfer of data from the instruments to machine-readable form and to make the data available to users in the shortest possible

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3/ Sophomore key quetions were numbers 1, 3, 6, 7, 9, 13, 14, 17, 18, 36, 38, 39, 41, 42, 68, 69, 75, 88, 90, 91, 100. Senior key questions were numbers 1, 2, 4, 7, 11, 14, 16, 17, 36, 38, 39, 41, 42, 62, 65, 71, 79, 87, 89, 90, 101.

time. Checks on data quality were carried out: in the data collection procedure, in the optical scanning operation, and in the telephone follow-up effort.

The editing and response consistency checks were relatively simple because the Senior questionare contained only one skip pattern (seniors not going on to college would skip the last section on college education), and the sophomore questionnaire, none. In the case of two or more related questions, the question(s) following the implicit screening question contains a response appropriate for those respondents "screened out" by the first question in the series of related questions. No inter-item consistency checks were carried out for the implicit screening questions.

Error and missing data codes

To facilitate the comparison of the 1980 High School and Beyond data with that of the 1972 NLS, the error and missing data codes defined for the 1980 data file correspond to those used with the 1972 NLS data file. The codes on the 1980 data file are as follows:

6 - Multiple response. More than one response where only one response was called for.

7 - Refusal. The respondent refused to answer an item either at the time of questionnaire administration or telephone follow-up.

8 - Nonresponse. No response to an item other than a legitimate nonresponse or skip.

9 - Legitimate nonresponse. Based on a preceding response, the item should not be answered. This applies only to the questions regarding college in the senior questionnaire.

These codes apply to variables with single column data fields. For variables with data fields greater than one column, the leftmost columns are 9 filled (e.g, 96, 996, 9996, 99996).

Student questionnaire data

The senior questionnaire contains 121 questions and the sophomore questionnaire, 114. Eighty-nine questions are common to both questionnaires. This section of the data file contains data from both questionnaires. The general order of the data follows that of the senior questionnaire with unique sophomore data interspersed among the senior data so that sophomore data remain in the same order as in the questionnaire.

Vocabulary, reading, and mathematics items that are common to both the senior and sophomore tests have been grouped to form three subtests which contain comparable senior and sophomore test data.

The sophomore, senior, and common sections combined make up 19 tests or subtests (9 senior, 7 sophomore, 3 common). For each part the following data are provided: the number right, the number wrong, the number not attempted, 4/ a formula score; a weighted standardized score with a mean of 50 and a standard

4/ The "number not attempted" includes all items in that test to which no answers were given; either because they were skipped or were not reached.

deviation of 10. 5/ For seniors only, there is a short section containing information concerning attitudes about testing.

VII. ORGANIZATION AND CONTENTS OF THE DATA FILE

Coding

The Twin and Sibling data file consists of 2718 student records representing 1,348 families (At least two complete cases per family). The observations in this file are sorted by FAMILY ID (FAMID). 616 sampled twins or triplets, 461 augmentation twin and triplets, and 1,641 sampled siblings (not identified as a twin or triplet) reside on this file.

Each record corresponds to a single student and satisfys the following criteria:

1. Student was identified as a twin, triplet,or sibling by the procedures described above.

2. Completed case as defined with other High School and Beyond files.

3. At least one other identified twin, triplet, or sibling in the family was a completed case.

5/ Standardization of tests was carried out over the weighted sample for each grade separately, except for the three subtests with common items for sophomores and seniors (BBVOCBSD, BBREADSD, BBMATHSD), which were standardized for both grades together.

This file is coded* and formatted identically to the High School and Beyond Student Codebook, with the exception of the variable TWINDATA.

1. Column 11, TWINDATA, is coded in a manner different from that used with the Student Codebook.

   0 = Not a twin, triplet, or sibling (There are no such cases in this file.)

   1 = sample twin or triplet (616 cases in this file)

   2 = Augmentation twin or triplet (461 cases in the file)

   3 = Sibling, not identified as a twin or triplet (1641 cases on this file)

* For more detail on file organization refer to HS&B student codebook.

Record Layout

The Twin and Sibling file consists of 2,718 records (students) and represents 1,348 unique families (FAMID). Since so few records are involved, the codebook was not put on the release tape. There are a total of 640 variables on this file.

A control card file containing both SPSS and SAS card images will be on the release tape as file 2. The user can edit this file to create either a SAS or SPSS system file.

The actual tape layout is as follows:

FILE NUMBER	FILE	BLKSIZE	LRECL	RECFM
1	Twin and Sibling File	6180	1030	FB
2	SPSS and SAS file	4000	80	FB

Similarity of Twin and Sibling File to HS&B Student File

It is suggested that users of the Twins and Siblings File also request a copy of the HS&B Student Codebook since the record layout of the two files is very similar. There are 638 variables on the student file and 640 on the Twins and Siblings file. There are two additional variables at the end of each record on the Twins and Siblings file (SETTYPE and FAMID). SETTYPE (Tape location 1026) is a one-digit alpha-numeric variable that identifies the type (sampled, augmented, etc) of twin, triplet, or sibling on the file. The second variable, FAMID (Tape location 1027-1030), provides a four-digit (numeric) Family ID for each family represented in the file.

CODES USED IN TWIN AND SIBLING FILE
(Variable SETTYPE)

Code or value	Interpretation	N of records (sets)
Twin codes		519
1	Two sampled twins	74
	Both Sophomores	33
	Both Seniors	41
5	One sampled twin and one augmentation twin	445
	Both Sophomores	248
	Both Seniors	197
Triplet codes		5
G	One sampled triplet and one augmentation triplet; third augmentation triplet not complete	2
H	One sampled triplet and two augmentation triplets	2
L	One sampled triplet and one augmentation triplet; third sampled triplet not complete	1
Sibling codes		810
0 (zero)	Two sampled cases	802
	Both Sophomores	53
	Both Seniors	45
	One Sophomore and one Senior	704
W	Three sampled cases	7
	Two Sophomores and one Senior	3
	One Sophomore and two Seniors	3
	Three Seniors	1
Y	Two complete sampled cases; one incomplete sampled case	1
Combined twin and sibling codes		14
Q	One sample twin and one sibling; one augmentation twin incomplete	1
R	Two sampled twins and one sibling	4
S	One sampled twin, one augmentation twin and one sibling	9

SR/SIP 4278
1980

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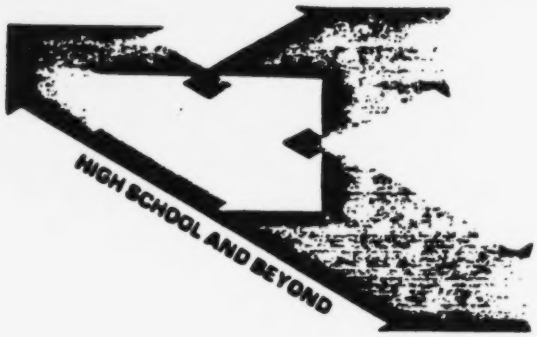

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National Center for Education Statistics by the National Opinion Research Center
NCES Form 2409-07

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.

2. You may skip any question you do not wish to answer.

3. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.

4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

Freshman.....○
Sophomore .....○
Junior .....○
Senior .....●

[If you are a Senior you would mark the oval to the right of Senior as shown.]

---

1. **Your name, address, and telephone number.**

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

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2. **Your parent's or guardian's name, address, and telephone number.**

PARENT'S
(GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: ☐
Same as mine OR

_____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

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3. **Your date of birth:** _____ _____ _____
MONTH DAY YEAR

4. **Your sex: (MARK ONE)**

Male ..... ○ 01
Female ..... ○ 02

5. **Please write down the names of your three best friends in this school who are seniors. (Please use proper names, not nicknames.)**

WRITE FIRST AND LAST NAMES HERE:

(1) _____

(2) _____

(3) _____

The research staff would like to get in touch with you again to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on these next pages. This information will be kept in strict confidence and will only be used for future survey purposes.

6. **Please print the name, address, and telephone number of a person (a relative, if possible) who lives at an address different from yours, who will always know where to get in touch with you.**

_____
Name

_____
Number Street

_____
City State Zip Code

( ) _____
Area Code Telephone Number

Relationship to you: _____

7. **Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).**

Name

Number Street

City State Zip Code

/

Area Code Telephone Number

Relationship to you: _____

---

8. **Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.**

_____ _____

Identification Number State Issued

No driver's license ..... ○ 01
Don't know the number ..... ○ 02

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9. **Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.**

> **Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).**

☐☐☐ – ☐☐ – ☐☐☐☐

Social Security Number

No Social Security number ..... ○ 01
Do not know the number ..... ○ 02
Do not wish to give the number ..... ○ 03

---

10. **Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)**

Yes ..... ○ 01 **(Answer A)**
No ..... ○ 02

A. **IF YES: What is it?**

_____

Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

12. What <u>other</u> language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

I spoke no other language ..... ○ 01

I also spoke:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

13. What language do you <u>usually</u> speak <u>now</u>? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

14. What language do the people in your home usually speak? (MARK ONE)

English ..... ○ 01
Spanish ..... ○ 02
Italian ..... ○ 03
Chinese ..... ○ 04
French ..... ○ 05
German ..... ○ 06
Greek ..... ○ 07
Portuguese ..... ○ 08
Filipino languages ..... ○ 09
Polish ..... ○ 10

Other: (Write in) _____ ○ 11

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15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

No other language is spoken ..... ○ 01

The other language spoken is:
English ..... ○ 02
Spanish ..... ○ 03
Italian ..... ○ 04
Chinese ..... ○ 05
French ..... ○ 06
German ..... ○ 07
Greek ..... ○ 08
Portuguese ..... ○ 09
Filipino languages ..... ○ 10
Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

---

17. **With regard to <u>that language</u>, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)**

How well do you . . .	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand <u>that language</u> when people speak it	O	O	O	O
b. Speak that language	O	O	O	O
c. Read that language	O	O	O	O
d. Write that language	O	O	O	O
	1	2	3	4

18. **How often is <u>that language</u> spoken <u>by the person underlined</u> in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO <u>NOT</u> LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")**

How often do (does):	Always or almost always	Mostly	About half the time	Some-times	Never	Does not apply
a. <u>You</u> speak that language to your mother	O	O	O	O	O	O
b. Your <u>mother</u> speak that language to you	O	O	O	O	O	O
c. <u>You</u> speak that language to your father	O	O	O	O	O	O
d. Your <u>father</u> speak that language to you	O	O	O	O	O	O
e. Your <u>parents</u> speak that language to each other	O	O	O	O	O	O
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	O	O	O	O	O	O
g. <u>You</u> speak that language with your best friends	O	O	O	O	O	O
h. <u>You</u> speak that language in school with other students	O	O	O	O	O	O
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	O	O	O	O	O	O
j. <u>You</u> speak that language at work	O	O	O	O	O	O
	01	02	03	04	05	06

19. **How well do you do the following? (MARK ONE OVAL FOR EACH LINE)**

	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand spoken English	O 1	O 2	O 3	O 4
b. Speak English	O 1	O 2	O 3	O 4
c. Read English	O 1	O 2	O 3	O 4
d. Write English	O 1	O 2	O 3	O 4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. **Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)**

Did you have . . .	Yes	No	Not in U.S. in grades 1 - 6
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

21. **Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)**

Did you have . . .	Yes	No	Not is U.S. in grades 7 - 9
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

22. **Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)**

Did you have . . .	Yes	No
a. An English course designed for students from non-English speaking backgrounds	O	O
b. Reading and writing in that language (refer to Q. 16 for "that language")	O	O
c. Other subjects, such as math or science, taught, at least in part, in that language	O	O
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O	O
	1	2

---

23. **Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?**

A. **In grades 1 - 6: (MARK ONE)**

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05
- Was not in school in U.S. then ..... O 06

B. **In grades 7 - 9: (MARK ONE)**

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05
- Was not in school in U.S. then ..... O 06

C. **In grades 10 - 12: (MARK ONE)**

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05

SO. SIP 4278
1980

Form Approved
FEDAC No. 899
App. Exp: 12 80

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National Center for Education Statistics by the National Opinion Research Center
NCES Form 2409-05

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. **Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.**

2. **You may skip any question you do not wish to answer.**

3. **We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.**

4. **Your responses will be merged with those of other students, and the answers you give will never be identified as yours.**

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

Freshman.....○
Sophomore .....●
Junior .....○
Senior .....○

[If you are a Sophomore you would mark the oval to the right of Sophomore as shown.]

---

1. **Your name, address, and telephone number.**

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

---

2. **Your parent's or guardian's name, address, and telephone number.**

PARENT'S (GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: ☐
Same as mine OR

_____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

---

3. **Your date of birth:** _____ _____ _____
MONTH DAY YEAR

4. **Your sex: (MARK ONE)**

Male ..... ○ 01
Female ..... ○ 02

5. **Please write down the names of your three best friends in this school who are Sophomores. (Please use proper names, not nicknames.)**

WRITE FIRST AND LAST NAMES HERE:

(1) _____

(2) _____

(3) _____

The research staff would like to get in touch with you again to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on these next pages. This information will be kept in strict confidence and will only be used for future survey purposes.

6. **Please print the name, address, and telephone number of a person (a relative, if possible) who lives at an address different from yours, who will always know where to get in touch with you.**

_____
Name

_____
Number Street

_____
City State Zip Code

( ) _____
Area Code Telephone Number

Relationship to you: _____

7. **Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).**

Name

Number Street

City State Zip Code

/

Area Code Telephone Number

Relationship to you: _____

8. **Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.**

_____ _____

Identification Number State Issued

No driver's license ..... ○ 01
Don't know the number ..... ○ 02

9. **Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.**

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

☐☐☐ – ☐☐ – ☐☐☐☐

Social Security Number

No Social Security number ..... ○ 01
Do not know the number ..... ○ 02
Do not wish to give the number ..... ○ 03

10. **Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)**

Yes ..... ○ 01 **(Answer A)**
No ..... ○ 02

A. **IF YES: What is it?**

_____

Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

I spoke no other language ..... ○ 01

I also spoke:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

13. What language do you usually speak now? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

14. **What language do the people in your home usually speak? (MARK ONE)**

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

15. **What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)**

No other language is spoken ..... ○ 01

The other language spoken is:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

16. **Please look back at your answers to Questions 11 - 15 . . .**

. . . **IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.**

. . . **IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here** _____ **then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.**

***IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.**

---

17. With regard to <u>that language</u>, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand <u>that language</u> when people speak it	O	O	O	O
b. Speak that language	O	O	O	O
c. Read that language	O	O	O	O
d. Write that language	O	O	O	O
	1	2	3	4

18. How often is <u>that language</u> spoken <u>by the person underlined</u> in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO <u>NOT</u> LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	Always or almost always	Mostly	About half the time	Some-times	Never	Does not apply
a. <u>You</u> speak that language to your mother	O	O	O	O	O	O
b. Your <u>mother</u> speak that language to you	O	O	O	O	O	O
c. <u>You</u> speak that language to your father	O	O	O	O	O	O
d. Your <u>father</u> speak that language to you	O	O	O	O	O	O
e. Your <u>parents</u> speak that language to each other	O	O	O	O	O	O
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	O	O	O	O	O	O
g. <u>You</u> speak that language with your best friends	O	O	O	O	O	O
h. <u>You</u> speak that language in school with other students	O	O	O	O	O	O
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	O	O	O	O	O	O
j. <u>You</u> speak that language at work	O	O	O	O	O	O
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand spoken English	O	O	O	O
b. Speak English	O	O	O	O
c. Read English	O	O	O	O
d. Write English	O	O	O	O
	1	2	3	4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not in U.S. in grades 1 - 6
a. An English course designed for students from non-English speaking backgrounds	O	O	O
b. Reading and writing in that language (refer to Q. 16 for "that language")	O	O	O
c. Other subjects, such as math or science, taught, at least in part, in that language	O	O	O
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O	O	O
	1	2	3

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not is U.S. in grades 7 - 9
a. An English course designed for students from non-English speaking backgrounds	O	O	O
b. Reading and writing in that language (refer to Q. 16 for "that language")	O	O	O
c. Other subjects, such as math or science, taught, at least in part, in that language	O	O	O
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O	O	O
	1	2	3

22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

A. In grades 1 - 6: (MARK ONE)

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05
- O Was not in school in U.S. then 06

B. In grades 7 - 9: (MARK ONE)

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05
- O Was not in school in U.S. then 06

C. In grades 10 - 12: (MARK ONE)

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05

EF·000014
(14)

HIGH SCHOOL AND BEYOND

USER'S MANUAL

FOR

TEACHER

COMMENT

FILE

PREPARED

BY

NATIONAL CENTER FOR EDUCATION STATISTICS

LONGITUDINAL STUDIES BRANCH

APRIL 1982

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I.

HIGH SCHOOL AND BEYOND:
USERS' MANUAL FOR THE TEACHERS' COMMENTS FILE

INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, teachers were asked to fill out a short questionnaire concerning those HS&B students whom they had taught during the 1979-80 school year. This manual describes the structure and use of the Teachers' Comments (data) Files that resulted from that data collection.

II.

DATA COLLECTION PROCEDURES

In each of the 1,015 schools participating in HS&B, a school official was appointed as HS&B coordinator. Each coordinator was asked to distribute to each teacher in the school a packet consisting of: a Teacher's Comment Form - Sophomore Students, a Teacher's Comment Form - Senior Students, a cover letter, and a return envelope (postage paid and pre-addressed). Coordinators were further directed to distribute a reminder note to each teacher about one week after initial forms distribution. Completed forms were mailed directly back to the contractor, the National Opinion Research Center (NORC), by the teachers themselves.

III.

DESCRIPTION OF THE FORMS

The forms sent to the schools listed the names of all HS&B sophomores (or seniors) who were attending that school. With respect to each name, teachers were directed to indicate: (1) whether they knew this student, (2) whether they knew a parent of this student, and (3) whether they had had the student in class since September 1979. Teachers were asked to answer seven additional questions, about each designated student, only if they had answered yes to the question about having had that student in class. (Some respondents did not follow this instruction; these and other inconsistent responses were coded as 8's on the file.)

Questions 4 - 10 on both the sophomore and the senior form solicited the teachers' opinions about the student. They were to mark Yes, No, or Don't know with respect to the following statements:

(4) will probably go to college
(5) is working up to potential
(6) seems popular with others
(7) has talked with me outside of class about school work or plans
(8) seems to like school
(9) has the kind of self-discipline to hold a job
(10) has or may have a physical or emotional handicap that is affecting his or her school work.

The sophomore (but not the senior) form included four questions concerning the teacher: subjects currently taught, maximum and minimum proportion of class time devoted to maintaining order, teacher's sex and race.

The forms were filled out with complete anonymity. NORC assigned each completed form, a record identification number which, when combined with the school ID number, created a unique number for each school - teacher - form combination.

Because teachers could have filled out either one or both of the two forms, separate sophomore and senior files have been created. Undoubtedly many, if not most, of the teachers who filled out a sophomore form also filled out a senior form; however, it is not possible to link the two forms filled out by a single teacher.

IV.

REPRESENTATIVENESS OF THE SAMPLE

A total of 67,000 packets were distributed. 19,287 sophomore forms and 19,337 senior forms were returned. No meaningful response rate can be calculated from these figures, however, because since we do not know the total number of teachers who had actually taught HS&B students and therefore should have filled out the forms.

Response rates per school varied greatly - ranging from zero to 100 percent. One or more forms were returned from 616 of the 1,001 schools that had sophomores in attendance and from 611 of the 992 schools that had seniors in attendance. Overall 62 percent of the 1,001 schools in the sample were represented among the forms that were returned.

The schools and students who provided data for the Teacher's Comments Files (TCF) cannot be regarded as random subsamples of the full HS&B samples. There is substantial non representativeness by geographic region, school type, and student's race-ethnicity. Preliminary analyses indicate that the TCF sample has about a 20 percent under representation with respect to: schools in the West, alternative schools, Hispanic 1/ public schools, and Hispanic students. A small but statistically significant nonrepresentativeness also exists with respect to: sex, high school program, SES, and achievement test scores. Females, academic program students, high and middle SES students, and high and middle achievement test scores are over-represented by 2 to 4 percent in the TCF sample.

The extent to which the TCF data from a given school adequately represent that school also varies considerably. The average number of teacher reports per student was highest in the North Central region (4.6 for sophomores) and lowest in the West (3.3 for sophomores).

The more teachers who provided information on a given student, the more favorable the ratings tended to be. This tendency was greatest for the item "will probably go to college". For seniors, the probability of a favorable rating on this item increased steadily from .54 for students assessed by only one teacher to .71 for students assessed by six teachers.

1/ A Hispanic school is defined as one in which 30 percent or more of the students are Hispanic.

V.

CREATION OF DATA FILES

Coding and Data Entry

TCF forms were optically scanned. Files were cleaned by checking ranges on individual items.

Teachers' comments on individual students were included in the TCF files (separate files for sophomores and seniors) if the following criteria were met: (1) the student about whom the comment was made was in fact a member of the HS&B base-year sample (i.e. had completed a Student Questionnaire); (2) the teacher did not respond "No" to TCF item 3 (Have you had the student in your class since September 1979?), and (3) the teacher answered "Yes", "No", or "Don't Know" to at least one of the seven TCF questions about the student.

Missing Data Codes

To facilitate comparisons, the TCF file uses the same codes for indicating missing data as were used in the Student file. Specifically, for variables with single column data fields, the missing data code is "8". For variables requiring two-column data fields, the missing data code is "98".

VI.

ORGANIZATION AND CONTENT OF THE DATA FILES

General

The TCF file for sophomores consists of 76,500 records and that for seniors, 67,053 records. Since so few variables are involved, the codebook was not put on the computer tape but is provided as Section X of this user's manual.

A control card file containing both SPSS and SAS card images will be on the TCF data tape as File 3. The user can edit this file to create either a SAS or SPSS system file.

The actual tape layout is as follows:

File Number	File	BLKSIZE	LRECL	RECFM
1	Sophomore Teacher File	7400	37	FB
2	Senior Teacher File	7600	19	FB
3	SPSS and SAS File	4000	80	FB

Each record in the two files (sophomore and senior) includes the following variables, which are grouped by type and positioned in the order listed:

(1) identification codes
(2) teachers' comments on students
(3) teacher characteristics (sophomore file only).

Identification Codes

The first variable on the file is a four-digit school code (SCHOOLID). Next is a two-digit student code (STUDNTID) which when used with SCHOOLID forms a unique code for identifying individual student records. Following SCHOOLID and STUDNTID is the two-digit teacher code (TEACHID). Like STUDNTID, TEACHID can be combined with SCHOOLID to form an unique teacher identification code.

A single student may have one or more separate records on these files depending on the number of teachers who provided usable reports on him/her. Similarly, a given teacher can be represented more than once if he or she provided usable reports on more than one student.

Teachers' Comments on Students

Both the Sophomore and the Senior files contain the same 10 questions about the teachers' observations and impressions of students.

Teacher Characteristics (sophomore file only)

The Sophomore TCF asks the teacher to provide background information about him/herself. Seventeen variables make up this portion of each record on the Sophomore file.

VII.

BACKGROUNDS OF TEACHERS (SOPHOMORE TCF only)

Subject(s) taught. About 79 percent of the teachers taught only one subject, 18 percent two subjects, and 3 percent taught three or more subjects.

Time devoted to maintaining order. With their best behaved groups, only 11 percent of the teachers reported spending at least 10 percent of class time maintaining order. This increased to 59 percent of teachers for their worst behaved groups.

Sex. The teachers were almost evenly divided by sex.

Race-ethnicity. The vast majority of the teachers were non-Hispanic white (90 percent vs. only 73 percent of the students), 6 percent were black (vs. 13 percent of the students); and 2 percent were Hispanic (vs. 9 percent of the students).

VIII.

WORKING WITH TCF DATA

Both the sophomore and the senior TCF files are organized by school and within schools, by student. All records on a given student are together on the files.

Merging Files

The TCF files can easily be merged with other HS&B files. When doing so, it is suggested that the variables SCHOOLID and STUDNTID be used. The researcher will

then be able to take variables from other HS&B files (e.g., Student, Language, or Parent) and merge them with individual student records on the TCF files.

Once the merges have been completed, sorting by TEACHID within SCHOOLID can be carried out if it is desired that all responses from each individual teacher be grouped.

Adding students (from TCF schools 1/) on whom no usable reports were received

For special analyses, the researchers may want to examine information on those HS&B students who attended TCF schools but on whom no usable reports were received. These data, which are not included on the TCF files, can be obtained by merging SCHOOLID information from the TCF files with the HS&B Student file. The following steps outline this process.

(1) Identify those schools (approximately 600) that are represented on the TCF files and create a file containing the variable SCHOOLID for these schools. Merge this file with the HS&B Student File (by SCHOOLID) and keep those individual cases that attended TCF schools.

(2) Merge this new file (HS&B Students attending TCF schools) with original TCF file by SCHOOLID and STUDNTID. Create a new variable that flags cases that have complete TCF data. Those cases with incomplete TCF data will be the HS&B Students, within TCF Schools, on whom no usable teacher reports were received. The following example, written in SAS, illustrates the above process:

```
DATA SCHOOL;
SET IN01.TCF(KEEP=SCHOOLID);
    BY SCHOOLID;
IF LAST.SCHOOLID;
COMMENT THE ABOVE STATEMENTS CREATE A FILE CONTAINING ONE RECORD PER TCF
SCHOOL;
DATA STUDENT;
SET IN02.HSBSTUD(KEEP=SCHOOLID STUDNTID plus any other variables desired for
analyses);
COMMENT THIS DATA STEP CREATES A FILE CONTAINING VARIABLES FROM HS&B STUDENT
FILE;
DATA INSCHOOL;
MERGE SCHOOL (IN=IN1) STUDENT:
      BY SCHOOLID;
IF IN1;
COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL HS&B STUDENTS WHO ATTENDED
TCF SCHOOLS;
DATA FLAGTCF;
MERGE INSCHOOL IN01.TCF(IN=IN2);
      BY SCHOOLID STUDNTID;
FLAGTCF = IN2;
COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL TCF (FLAGGED) STUDENTS
MERGED WITH HS&B STUDENT DATA;
```

1/ All schools that supplied any usable reports are called TCF schools.

IX.

GUIDE TO THE TCF CODEBOOK

The TCF Codebook provides information about the two TCF files to aid the user in working with the data. For each questionnaire item, a variable label and the response categories are printed along with the frequency count for the total teacher observation-of-sophomore and teacher observation-of-senior samples. A description of the contents of the codebook follows. The following information is given for each item.

Variable Identifier

The variable identifier is a three-part descriptor that indicates (1) whether the item appears on the Sophomore form only or on both forms, (2) the year the data were collected, and (3) the item number.

A. The first two characters (left-justified) indicate the source of the item:

   TY = Sophomore form only (Y = Younger)
   TB = Common to both the Sophomore and the Senior forms (B = Both)

B. The third character indicates the year the data were collected. For the base year the code is "B".

C. Characters 4 through 5 indicate the item number on the Teacher Comment Form.

Variable Label

A short label appears after the variable identifier.

Tape Position

For each item in each of the two files, the corresponding tape position is given.

Response Categories and Frequency Counts

Unweighted frequency counts are presented for each variable in the two files. This section of the codebook is self-explanatory and is similar in layout to standard SPSS or SAS frequency tables.

X.

TEACHER COMMENT FORM FILE
CODEBOOK

Table 1 - Count of Schools, Teachers, and students represented on TCF files.

	SOPHOMORES*	SENIORS**
Schools	616	611
Teachers	14103	13683
Students	18291	17056

* 76,560 sophomores observations
** 67,053 senior observations

SCHOOLID FOUR DIGIT SCHOOL ID TAPE POS. 1-4

This four-digit school identification number is a unique random number assigned to each school.

Category Label (ALL-NUMERIC 4 DIGIT CODE)	LABELS	CODES	SENIORS	SOPHOMORES
	None	all	67053	76560

STUDNTID TWO DIGIT STUDENT ID TAPE POS. 5-6

This two-digit number identifies respondents within a school. Senior numbers are always between 51 and 99; Sophomore numbers are alwasys between 1 and 50.

Category Label (ALL-NUMERIC 2 DIGIT CODE)	LABELS	CODES	SENIORS	SOPHOMORES
	None	all	67053	76560

TEACHID THREE DIGIT TEACHER ID TAPE POS. 7-9

This three-digit number identifies teachers within a school. It should be understood by the researcher that although both a senior and a sophomore teacher in the same school may have the same ID number, it does not necessarily mean that it is the same teacher. The Teacher ID can be combined with School ID to form unique teacher IDs for senior and sophomore teachers within a school.

Category Label (ALL-NUMERIC 3 DIGIT CODE)	LABELS	CODES	SENIORS	SOPHOMORES
	None	all	67053	76560

TBB01 KNOW STUDENT TAPE POS. 10

Do you know this student?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	65696	74821
No	No	2	778	1079
Missing Data	Missing	8	579	660
			67053	76560

TBB02 KNOW PARENT TAPE POS. 11

Do you know a parent of this student?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	18192	17630
No	No	2	47242	57343
Missing Data	Missing	8	1620	1587
			67053	76560

TBB03 HAD STUDENT IN CLASS TAPE POS. 12

Have you had the student in class since September 1979?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	65139	74505
No	No	2	0	0
Missing Data	Missing	8	1914	2055
			67053	76560

For Questions TBB04 - TBB10, the teacher was given the following instruction:
IF YES TO 3: PLEASE INDICATE WHETHER THIS STUDENT (IN YOUR OPINION):

TBB04 WILL PROBABLY GO TO COLLEGE TAPE POS. 13

This student will probably go to college.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	36464	31468
No	No	2	19927	26998
Don't know	Don't know	3	9813	17112
Missing Data	Missing	8	849	982
			67053	76560

TBB05 IS WORKING UP TO POTENTIAL TAPE POS. 14

This student is working up to potential.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	36273	36475
No	No	2	25495	32811
Don't know	Don't know	3	4225	6073
Missing Data	Missing	8	1060	1201
			67053	76560

TBB06 SEEMS POPULAR WITH OTHERS TAPE POS. 15

This student seems popular with others.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	50816	53531
No	No	2	7499	10497
Don't know	Don't know	3	7541	11118
Missing Data	Missing	8	1197	1414
			67053	76560

TBB07 TALKED TO ME OUTSIDE CLASS TAPE POS. 16

This student has talked to me outside of class about school work or plans.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	29020	19851
No	No	2	36042	54210
Don't know	Don't know	3	670	965
Missing Data	Missing	8	1321	1534
			67053	76560

TBB08 SEEMS TO DISLIKE SCHOOL TAPE POS. 17

This student seems to dislike school.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	10558	13586
No	No	2	49724	53480
Don't know	Don't know	3	5369	7873
Missing Data	Missing	8	1402	1621
			67053	76560

TBB09 SELF-DISCIPLINE TO HOLD A JOB TAPE POS. 18

This student has the kind of self-discipline to hold a job.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	50756	50611
No	No	2	6656	11362
Don't know	Don't know	3	8225	12923
Missing Data	Missing	8	1416	1664
			67053	76560

TBB10 PHYSICAL OR EMOTIONAL HANDICAP TAPE POS. 19

This student has or may have a physical or emotional handicap that is affecting his or her school work.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	4725	6703
No	No	2	51443	54643
Don't know	Don't know	3	9256	13297
Missing Data	Missing	8	1629	1917
			67053	76560

SENIOR FILE ENDS.

FOR QUESTIONS TYB11A - TYB11M, The teacher was asked to mark all subjects that he/she had taught since September 1979 in the present school.(SOPHOMORES ONLY)

TYB11A ENGLISH TAPE POS. 20

Taught English this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	10663
No Response	No. Resp.	8	-	65897
				76560

TYB11B ART TAPE POS. 21

Taught art and/or music this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	2667
No Response	No Resp.	8	-	73893
				76560

TYB11C HISTORY TAPE POS. 22

Taught history and/or geography this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	5992
No Response	No Resp.	8	-	70568
				76560

TYB11D HOME ECONOMICS TAPE POS. 23

Taught home economics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	1562
No Response	No Resp.	8	-	74998
				76560

TYB11E CHEMISTRY TAPE POS. 24

Taught chemistry and/or physics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	1854
No Response	No Resp.	8	-	74706
				76560

TYB11F BIOLOGY TAPE POS. 25

Taught biology, and/or botany, and/or zoology this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	5539
No Response	No Resp.	8	-	71021
				76560

TYB11G LANGUAGES TAPE POS. 26

Taught Languages this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	3269
No Response	No Resp.	8	-	73291
				76560

TYB11H HEALTH TAPE POS. 27

Taught health and/or physical education this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	8675
No Response	No Resp.	8	-	67885
				76560

TYB11I INDUSTRIAL TAPE POS. 28

Taught industrial, and/or technical, and/or trade this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	2159
No Response	No Resp.	8	-	74401
				76560

TYB11J MATHEMATICS TAPE POS. 29

Taught mathematics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	8233
No Response	No Resp.	8	-	68327
				76560

TYB11K BUSINESS TAPE POS. 30

Taught distributive education, and/or business, and/or office this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	3718
No Response	No Resp.	8	-	72842
				76560

TYB11L SOCIAL SCIENCES TAPE POS. 31

Taught social sciences this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	3466
No Response	No Resp.	8	-	73094
				76560

TYB11M OTHER TAPE POS. 32

Taught other classes this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	7061
No Response	No Resp.	8	-	69499
				76560

FOR QUESTIONS TYB12A - TY12B: THE TEACHER WAS INSTRUCTED TO: PLEASE THINK ABOUT THE CLASSES YOU HAD LAST SEMESTER.

TYP12A BEST BEHAVED TAPE POS. 33

For the best behaved group that you taught last semester, on the average about what proportion of every class meeting did you have to devote to maintaining order?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Almost None	None	1	-	34410
About 5 percent	Five	2	-	12843
About 10 percent	Ten	3	-	3642
About 20 percent	Twenty	4	-	877
30 Percent or More	Plus 30	5	-	659
Missing Data	Missing	8	-	24129
				76560

TYB12B WORST BEHAVED TAPE POS. 34

For the group with the most behavior problems that you had last semester, about what proportion of every class meeting did you devote to maintaining order with that group/class?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Almost None	None	1	-	7666
About 5 percent	Five	2	-	15026
About 10 percent	Ten	3	-	12567
About 20 percent	Twenty	4	-	9105
30 Percent or More	Plus 30	5	-	8234
Missing Data	Missing	8	-	23962
				76560

TYB13C SEX TAPE POS. 35

Are you:

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Female	Female	1	-	26260
Male	Male	2	-	26698
Missing Data	Missing	8	-	23602
				76560

TYB14 ORIGIN TAPE POS. 36-37

Are You:

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
American Indian or Alaskan Native	AMERIND	1	-	390
Asian Native or Pacific Islander	ASIAN	2	-	271
Hispanic - of Spanish or Latin American origin such as:				
Mexican, Mexican-American, Chicano	MEXICAN	3	-	495
Cuban, Cubano	CUBAN	4	-	133
Puerto Rican, Puertoriqueno, Boricua	PUERTO	5	-	67
Other Latin American, Latino, Hispano, or Spanish descent	LATIN	6	-	226
Black, not of Hispanic origin	BLACK	7	-	2805
White, not of Hispanic origin	WHITE	8	-	47902
Missing data	MISSING	98	-	24271
				76560

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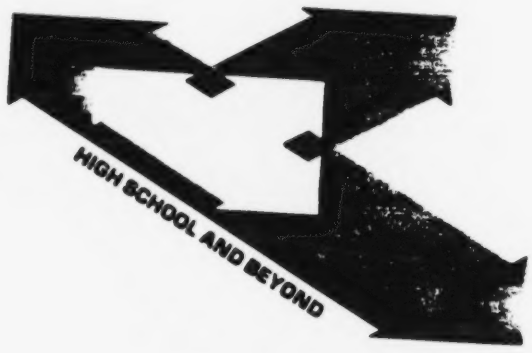

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

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TEACHER'S COMMENT FORM — SENIOR STUDENTS

Dear Teacher,
The National Center for Education Statistics is authorized by Section 406 of the General Education Provisions Act (20 USC 1221e-1) to collect and report statistics on the condition of education in the United States. While you are not required to respond, your cooperation is needed to provide information which will be used to aid in the interpretation of data about students in the survey, HIGH SCHOOL AND BEYOND.

These forms contain some questions about your impressions of each of the sampled students whom you have had in class during this school year and a few background questions. Instructions for filling out the forms are inside.

If you would like more information about High School and Beyond, please call Dr. Carol Stocking collect at (312) 753-1514. Thank you for your help.

CONFIDENTIAL

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

Prepared for the National Center
for Education Statistics by the
National Opinion Research Center
NCES Form 2409-15

Please answer the questions by filling in the appropriate circle with a No. 2 pencil (Y= YES, N= NO, DK= DON'T KNOW). Then detach and destroy this name page. Mail the Comment Forms directly back to Westinghouse DataScore Systems in the enclosed Postage Prepaid envelope. Thank you.

STUDENT NAMES

51	
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Y = YES
N = NO
DK = DON'T KNOW

NOTE: **Columns 4-10 apply only to those students for whom you have answered "YES" in column 3. These seven questions request your impressions of the student, without consultation of school records.**

	1. Do you know this student?	2. Do you know a parent of this student?	3. Have you had the student in class since September 1979?	IF YES TO 3: PLEASE INDICATE WHETHER THIS STUDENT (IN YOUR OPINION: 4. will probably go to college	5. is working up to potential	6. seems popular with others	7. has talked with me outside of class about school work or plans	8. seems to dislike school	9. has the kind of self-discipline to hold a job	10. has or may have a physical or emotional handicap that is affecting his or her school work
51	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
52	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
53	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
54	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
55	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
56	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
57	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
58	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
59	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
60	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
61	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
62	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
63	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
64	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
65	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
66	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
67	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
68	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
69	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
70	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
71	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
72	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
73	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
74	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
75	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
76	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
77	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
78	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
79	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
80	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
81	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
82	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
83	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
84	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
85	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
86	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
87	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
88	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
89	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
90	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N
91	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N	Y N

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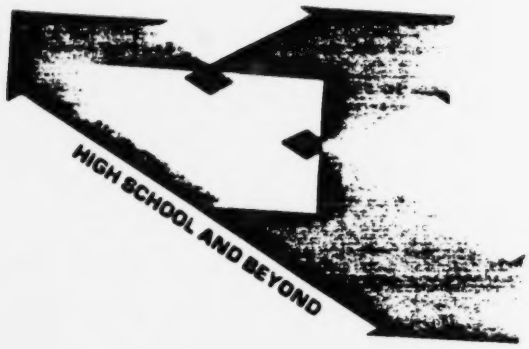
Form Approved
FEDAC No. 899
App. Exp. 12 80



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Prepared for the National Center for Education Statistics by the National Opinion Research Center
NCES Form 2409-15

BEST COPY AVAILABLE

Please answer the questions by filling in the appropriate circle with a No. 2 pencil (Y= YES, N= NO, DK= DON'T KNOW). After you have completed the questions about Sophomores, fill in the background questions on the back of the form. (Then detach and destroy this name page.) Next, please complete the parallel set of questions about Seniors, detach and destroy that name page, and mail the Comment Forms directly back to Westinghouse DataScore Systems in the enclosed Postage Prepaid envelope. Thank you.

STUDENT NAMES

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37	
38	
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Y = YES
N = NO
DK = DON'T KNOW

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	1. Do you know this student?	2. Do you know a parent of this student?	3. Have you had the student in class since September 1978?	IF YES TO 3: PLEASE INDICATE WHETHER THIS STUDENT (IN YOUR OPINION)						
				4. will probably go to college	5. is working up to potential	6. seems popular with others	7. has talked with me outside of class about school work or plans	8. seems to dislike school	9. has the kind of self-discipline to hold a job	10. [illegible]
1	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
2	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
3	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
4	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
5	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
6	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
7	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
8	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
9	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
10	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
11	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
12	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
13	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
14	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
15	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
16	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
17	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
18	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
19	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
20	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
21	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
22	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
23	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
24	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
25	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
26	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
27	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
28	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
29	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
30	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
31	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
32	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
33	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
34	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
35	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
36	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
37	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
38	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
39	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
40	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK
41	Y N	Y N	Y N	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK	Y N DK

It would help us in our analysis if you would provide the following background information:

1. **What subjects have you taught since last September in this school? (MARK ALL THAT APPLY)**

Taught this year	Taught this year
○ English	○ Health, physical education
○ Art, music	○ Industrial, technical or trade
○ History, geography	○ Mathematics
○ Home economics	○ Distributive education, business, office
○ Chemistry, physics	○ Social sciences
○ Biology, botany, zoology	○ Other (SPECIFY)_____
○ Languages	

2. **A. Please think about the classes you taught last semester. If you think of the best behaved group that you taught last semester, on the average about what proportion of every class meeting did you have to devote to maintaining order?**

○ Almost none
○ About 5 percent
○ About 10 percent
○ About 20 percent
○ 30 percent or more

B. Next, think about the group with the most behavior problems that you taught last semester. About what proportion of every class meeting did you devote to maintaining order with that group class?

○ Almost none
○ About 5 percent
○ About 10 percent
○ About 20 percent
○ 30 percent or more

3. **Are you:**

○ female or
○ male

4. **Are you:**

○ American Indian or Alaskan Native
○ Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, or other Asian)
Hispanic - of Spanish or Latin American origin, such as:
  ○ Mexican, Mexican-American, Mexicano, Chicano
  ○ Cuban, Cubano
  ○ Puerto Rican, Puertoriqueno, Boricua
  ○ Other Latin American, Latino, Hispano, or Spanish descent
○ Black, not of Hispanic origin
○ White, not of Hispanic origin

EF-000015
HSB Friends File
(15)

HIGH SCHOOL AND BEYOND:
FRIENDS FILE
USERS' MANUAL

Prepared by
the

NATIONAL CENTER FOR EDUCATION STATISTICS

September 1982

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USERS' MANUAL FOR THE "FRIENDS" FILE OF HIGH SCHOOL AND BEYOND

I. INTRODUCTION

High School and Beyond (HS&B) is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, students were asked to write down the names of their three best friends who were in their grade and school. This manual describes the structure and use of the Friends' file that resulted from that data collection.

II. DATA COLLECTION PROCEDURES

At each of 1,015 participating high schools, up to 36 sophomores and 36 seniors, who had been randomly selected for participation in HS&B completed several forms: Student Identification Pages, a Sophomore or Senior Questionnaire, and a Sophomore or Senior Test Booklet. Item 5 of the Student Identification Pages asked the respondent to name his or her three best friends who were in the same grade and the same school as the respondent.

III. DESCRIPTION OF THE CODING

Each respondent was assigned a 6-digit code in which the first four digits identify the school and the last two digits, the student. For sophomores, the student codes range from 01 to 50 and for seniors, from 51 to 99. All forms filled out by each student bear that student's unique ID number.

1/In many schools the actual number of seniors and sophomores was less than the target of 36 sophomores and 36 seniors for several reasons. Some target students failed to show-up either on survey day or on make-up day. Others declined to participate. At some schools there were fewer than 36 sophomores or 36 seniors enrolled.

IV. DESCRIPTION OF THE FRIENDS FILE

The Friends file lists all of the approximately 58,000 HS&B respondents in numerical order of ID numbers. Note that all students who were attending the same school are listed together. Opposite each respondent's ID number are listed the ID numbers of his or her named friends if they were: (a) also members of the HS&B sample; (b) also members of the same class (sophomore or senior) as the respondent; and (c) were attending the same school. In this Users' Manual, all friends named who met these three criteria are referred to as "within-range" friends. The order in which the three friends' names are listed on the file preserves the order in which they were named by the respondent.

If any of the names supplied by a respondent were not within range, for reasons explained below, the following codes were used:

Code	Situation
94	It is impossible to tell whether a friend named by a respondent is in the sample (e.g., due to respondent's illegible handwriting or use of a nickname or first-name only.) A rare exception in coding the latter situation occurred in some very small schools, in which all of the school's sophomores and/or seniors fell into the sample. In this situation it was possible to code the friend even if only a first name was given provided that first name was unique in that grade.
95	The name written in by a respondent is clearly out-of-range (e.g., if the respondent wrote in a flippant choice, such as the name of a

Code	Situation
	cartoon character, politician, or celebrity.) The rarity with which this occurred may be taken as one indication of the seriousness with which students regarded their participation in the study.
98	If no (first, second, third) friend was listed by the respondent.
99	If (first, second, third) friend listed by the respondent was not in the HIGH SCHOOL AND BEYOND sample.

Although it was theoretically possible for senior student codes to range from 51-99, in no case were students with codes higher than 93 named as friends by other respondents.

In a few cases, respondents wrote in more than three names. If the first three names were of students in the sample, then additional names were simply ignored. If that was not the case then the first three names encountered which met the criteria for inclusion were listed and any further names were ignored.

V. NUMBER AND TYPES OF LINKAGES

One-Way Linkages

The Friends file contains 58,270 records representing the same 30,030 sophomores and 28,240 seniors that are on the Student file. Preliminary analyses indicate

that 12,298 sophomores and 12,117 seniors listed one or more within-range friends. The number of one-way linkages for sophomores was 18,150 and for seniors, 18,192 (see table 1). These numbers refer to the total number of instances in which an HS&B sample member named a within-range friend.

Choosing vs Being Chosen

The development of friend networks requires information both on the phenomena of choosing and of being chosen. Tables 2 and 3 present information that crosses the number of within-range choices made by each HS&B student with the number of times that individual was himself chosen by other HS&B students.

Reciprocal Linkages

Reciprocity of choices among students provides one estimate of close friendship among individuals. Table 4 presents information on the number of choices that were reciprocated by HS&B participants at both the sophomore and senior levels.

VI. ORGANIZATION AND CONTENT OF DATA FILE

Tape Format

The characteristics of the file are as follows:

DSN = HSB.FRIEND.EDITED.AUG82
RECFM = FB
LRECL = 24
BLKSIZE = 2400

The file consists of one record for each student listed on the Public Use Tape. Each record consists of only four variables whose names and positions are as follows:

Variable name	Position
Student Case ID*	1 - 6
First Choice Friend	7 - 12
Second Choice Friend	13 - 18
Third Choice Friend	19 - 24

SPSS and SAS Control Cards

Since only four variables exist on each record of the Friend's file, SPSS and SAS card files will not be provided as release files. It was felt that it would be a simple task for the user to create his/her own control cards. Following are sample job set-ups for both SPSS and SAS.

SPSS

```
RUN NAME      CREATION OF FRIEND FILE
FILE NAME     FRIEND
DATA LIST     FIXED
              CHOOSER  1 -  6
              CHOSEN1  7 - 12
              CHOSEN2 13 - 18
              CHOSEN3 19 - 24
INPUT MEDIUM  TAPE
N OF CASES    UNKNOWN
VAR LABELS    CHOOSER HSB ID FOR STUDENT CHOOSING/
              CHOSEN1 HSB ID FOR FIRST FRIEND CHOSEN/
              CHOSEN2 HSB ID FOR SECOND FRIEND CHOSEN/
              CHOSEN3 HSB ID FOR THIRD FRIEND CHOSEN

READ INPUT DATA
SAVE FILE
```

*The Student Case ID combines the appropriate four-digit School Code and a two-digit Student Code for each respondent. Note that each chosen friend will also be identified by his/her Student Case ID. Any of the four ID's on each record can be merged with records from other HS&B files.

SAS

```
DATA OUT1.FRIEND;
INFILE IN01;
INPUT                CHOOSER  1 -  6
                     CHOSEN1  7 - 12
                     CHOSEN2 13 - 18
                     CHOSEN3 19 - 24;
LABELS               CHOOSER = HSB ID FOR STUDENT CHOOSING
                     CHOSEN1 = HSB ID FOR FIRST FRIEND CHOSEN
                     CHOSEN2 = HSB ID FOR SECOND FRIEND CHOSEN
                     CHOSEN3 = HSB ID FOR THIRD FRIEND CHOSEN;
```

TABLE 1. Number of students who were named first, second, or third when HS&B respondents were asked to name their three best friends: sophomore and seniors

Grade of Student	Order in which Friend was Named: First	Second	Third	Totals
Sophomore*	6,653	5,928	5,569	18,150
Senior**	6,695	6,013	5,484	18,192
TOTALS	13,348	11,941	11,053	36,342

* 12,298 sophomores chose HS&B students as friends
** 12,117 seniors chose HS&B students as friends

TABLE 2. Number of students named as a best friend as related to the number of times the naming student was named: HS&B sophomores

Number of times named by others	Number of Students Named: 0	1	2	3	Totals
0	15,266	2,592	526	159	18,543
1	2,072	4,110	883	280	7,345
2	318	958	978	338	2,592
3	60	200	356	330	946
4	12	48	119	205	384
5	3	11	25	95	134
6	0	0	11	35	46
7	1	0	5	20	26
8	0	0	2	7	9
9	0	0	0	3	3
10	0	0	0	2	2
TOTAL	17,732	7,919	2,905	1,474	30,030

TABLE 3. Number of students named as a best friend as related to the number of times the naming student was named: HS&B seniors

Number of times named by others	Number of Students Named				
	0	1	2	3	Totals
0	13,737	2,523	521	153	16,934
1	1,992	3,931	888	254	7,065
2	314	940	977	406	2,637
3	58	183	339	392	972
4	18	44	122	212	396
5	2	9	25	89	125
6	2	4	11	58	75
7	0	0	1	19	20
8	0	0	4	5	9
9	0	1	0	4	5
10	0	0	0	1	1
11	0	0	0	1	1
TOTALS	16,123	7,635	2,888	1,594	28,240

TABLE 4. Number of times that students named as a best friends reciprocated that choice: HS&B Sophomores and Seniors

Grade of Student	Number of Choices that were Reciprocated				
	None	One	Two	Three	Totals
Sophomore*	3,963	6,315	1,627	393	12,298
Senior**	3,933	6,102	1,652	430	12,117
TOTALS	7,896	12,417	3,279	823	24,415

SR/SIP 4278
1980

Form Approved
FEDAC No. S99
App. Exp: 12 80

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National
Center for Education
Statistics by the National
Opinion Research Center
NCES Form 2409-07

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.

2. You may skip any question you do not wish to answer.

3. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.

4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

Freshman ..... ○
Sophomore ..... ○
Junior ..... ○
Senior ..... ●

[If you are a Senior you would mark the oval to the right of Senior as shown.]

---

1. **Your name, address, and telephone number.**

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

---

2. **Your parent's or guardian's name, address, and telephone number.**

PARENT'S (GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: ☐ Same as mine OR

_____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

---

3. **Your date of birth:** _____ _____ _____
MONTH DAY YEAR

4. **Your sex: (MARK ONE)**

Male ..... ○ 01
Female ..... ○ 02

5. **Please write down the names of your three best friends in this school who are seniors. (Please use proper names, not nicknames.)**

WRITE FIRST AND LAST NAMES HERE:

(1)_____

(2)_____

(3)_____

The research staff would like to get in touch with you again to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on these next pages. This information will be kept in strict confidence and will only be used for future survey purposes.

6. **Please print the name, address, and telephone number of a person (a relative, if possible) who lives at an address different from yours, who will always know where to get in touch with you.**

_____
Name

_____
Number Street

_____
City State Zip Code

( )
_____
Area Code Telephone Number

Relationship to you: _____

7. **Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).**

Name

Number Street

City State Zip Code

/

Area Code Telephone Number

Relationship to you: _____

8. **Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.**

Identification Number _____ State Issued _____

No driver's license ..... ○ 01
Don't know the number ..... ○ 02

9. **Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.**

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

☐☐☐ – ☐☐ – ☐☐☐☐

Social Security Number

No Social Security number ..... ○ 01
Do not know the number ..... ○ 02
Do not wish to give the number ..... ○ 03

10. **Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)**

Yes ..... ○ 01 (Answer A)
No ..... ○ 02

A. **IF YES: What is it?**

_____
Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

12. What <u>other</u> language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

I spoke no other language ..... ○ 01

I also spoke:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

13. What language do you <u>usually</u> speak <u>now</u>? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

14. What language do the people in your home usually speak? (MARK ONE)

English ..... ○ 01
Spanish ..... ○ 02
Italian ..... ○ 03
Chinese ..... ○ 04
French ..... ○ 05
German ..... ○ 06
Greek ..... ○ 07
Portuguese ..... ○ 08
Filipino languages ..... ○ 09
Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

No other language is spoken ..... ○ 01

The other language spoken is:
English ..... ○ 02
Spanish ..... ○ 03
Italian ..... ○ 04
Chinese ..... ○ 05
French ..... ○ 06
German ..... ○ 07
Greek ..... ○ 08
Portuguese ..... ○ 09
Filipino languages ..... ○ 10
Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

---

17. **With regard to <u>that language</u>, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)**

How well do you . . .	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand <u>that language</u> when people speak it	O	O	O	O
b. Speak that language	O	O	O	O
c. Read that language	O	O	O	O
d. Write that language	O	O	O	O
	1	2	3	4

18. **How often is <u>that language</u> spoken <u>by the person underlined</u> in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO <u>NOT</u> LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")**

How often do (does):	Always or almost always	Mostly	About half the time	Some-times	Never	Does not apply
a. <u>You</u> speak that language to your mother	O	O	O	O	O	O
b. Your <u>mother</u> speak that language to you	O	O	O	O	O	O
c. <u>You</u> speak that language to your father	O	O	O	O	O	O
d. Your <u>father</u> speak that language to you	O	O	O	O	O	O
e. Your <u>parents</u> speak that language to each other	O	O	O	O	O	O
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	O	O	O	O	O	O
g. <u>You</u> speak that language with your best friends	O	O	O	O	O	O
h. <u>You</u> speak that language in school with other students	O	O	O	O	O	O
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	O	O	O	O	O	O
j. <u>You</u> speak that language at work	O	O	O	O	O	O
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand spoken English	O 1	O 2	O 3	O 4
b. Speak English	O 1	O 2	O 3	O 4
c. Read English	O 1	O 2	O 3	O 4
d. Write English	O 1	O 2	O 3	O 4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not in U.S. in grades 1 - 6
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not is U.S. in grades 7 - 9
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No
a. An English course designed for students from non-English speaking backgrounds	O	O
b. Reading and writing in that language (refer to Q. 16 for "that language")	O	O
c. Other subjects, such as math or science, taught, at least in part, in that language	O	O
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O	O
	1	2

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

A. In grades 1 - 6: (MARK ONE)

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05
- Was not in school in U.S. then ..... O 06

B. In grades 7 - 9: (MARK ONE)

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05
- Was not in school in U.S. then ..... O 06

C. In grades 10 - 12: (MARK ONE)

- All or almost all of the teaching was done in that language ..... O 01
- Most was in that language ..... O 02
- About half was in that language ..... O 03
- Some was in that language ..... O 04
- None was in that language ..... O 05

SO SIP 4278
1980

Form Approved
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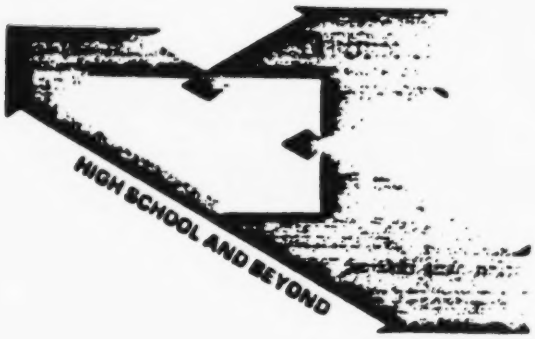

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National Center for Education Statistics by the National Opinion Research Center
NCES Form 2406-05

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.

2. You may skip any question you do not wish to answer.

3. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.

4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

Freshman.....○
Sophomore .....●
Junior .....○
Senior .....○

[If you are a Sophomore you would mark the oval to the right of Sophomore as shown.]

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1. **Your name, address, and telephone number.**

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

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2. **Your parent's or guardian's name, address, and telephone number.**

PARENT'S (GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: ☐
Same as mine OR

_____
Number Street

_____
Apt. No.

_____
City State Zip Code

TELEPHONE: ( ) _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX ☐)

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3. **Your date of birth:** _____ MONTH _____ DAY _____ YEAR

4. **Your sex: (MARK ONE)**

Male ..... ○ 01
Female ..... ○ 02

5. **Please write down the names of your three best friends in this school who are Sophomores. (Please use proper names, not nicknames.)**

WRITE FIRST AND LAST NAMES HERE:

(1) _____

(2) _____

(3) _____

The research staff would like to get in touch with you again to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on these next pages. This information will be kept in strict confidence and will only be used for future survey purposes.

6. **Please print the name, address, and telephone number of a person (a relative, if possible) who lives at an address different from yours, who will always know where to get in touch with you.**

_____
Name

_____
Number Street

_____
City State Zip Code

( ) _____
Area Code Telephone Number

Relationship to you: _____

7. **Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).**

Name

Number Street

City State Zip Code

( ) /

Area Code Telephone Number

Relationship to you: _____

8. **Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.**

_____ Identification Number

_____ State Issued

No driver's license ..... ○ 01
Don't know the number ..... ○ 02

9. **Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.**

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

☐☐☐ – ☐☐ – ☐☐☐☐

Social Security Number

No Social Security number ..... ○ 01
Do not know the number ..... ○ 02
Do not wish to give the number ..... ○ 03

10. **Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)**

Yes ..... ○ 01 **(Answer A)**
No ..... ○ 02

A. **IF YES: What is it?**

_____
Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

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12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

I spoke no other language ..... ○ 01

I also spoke:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

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13. What language do you usually speak now? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

14. What language do the people in your home usually speak? (MARK ONE)

- English ..... ○ 01
- Spanish ..... ○ 02
- Italian ..... ○ 03
- Chinese ..... ○ 04
- French ..... ○ 05
- German ..... ○ 06
- Greek ..... ○ 07
- Portuguese ..... ○ 08
- Filipino languages ..... ○ 09
- Polish ..... ○ 10

Other: (Write in) _____ ○ 11

---

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

No other language is spoken ..... ○ 01

The other language spoken is:

- English ..... ○ 02
- Spanish ..... ○ 03
- Italian ..... ○ 04
- Chinese ..... ○ 05
- French ..... ○ 06
- German ..... ○ 07
- Greek ..... ○ 08
- Portuguese ..... ○ 09
- Filipino languages ..... ○ 10
- Polish ..... ○ 11

Other: (Write in) _____ ○ 12

---

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

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17. With regard to <u>that language</u>, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand <u>that language</u> when people speak it	O	O	O	O
b. Speak that language	O	O	O	O
c. Read that language	O	O	O	O
d. Write that language	O	O	O	O
	1	2	3	4

18. How often is <u>that language</u> spoken <u>by the person underlined</u> in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO <u>NOT</u> LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	Always or almost always	Mostly	About half the time	Some-times	Never	Does not apply
a. <u>You</u> speak that language to your mother	O	O	O	O	O	O
b. Your <u>mother</u> speak that language to you	O	O	O	O	O	O
c. <u>You</u> speak that language to your father	O	O	O	O	O	O
d. Your <u>father</u> speak that language to you	O	O	O	O	O	O
e. Your <u>parents</u> speak that language to each other	O	O	O	O	O	O
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	O	O	O	O	O	O
g. <u>You</u> speak that language with your best friends	O	O	O	O	O	O
h. <u>You</u> speak that language in school with other students	O	O	O	O	O	O
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	O	O	O	O	O	O
j. <u>You</u> speak that language at work	O	O	O	O	O	O
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

	Very Well	Pretty Well	Not Very Well	Not at All
a. Understand spoken English	O 1	O 2	O 3	O 4
b. Speak English	O 1	O 2	O 3	O 4
c. Read English	O 1	O 2	O 3	O 4
d. Write English	O 1	O 2	O 3	O 4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not in U.S. in grades 1 - 6
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	Yes	No	Not is U.S. in grades 7 - 9
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2	O 3
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2	O 3
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2	O 3
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2	O 3

22. **Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)**

Did you have . . .	Yes	No
a. An English course designed for students from non-English speaking backgrounds	O 1	O 2
b. Reading and writing in that language (refer to Q. 16 for "that language")	O 1	O 2
c. Other subjects, such as math or science, taught, at least in part, in that language	O 1	O 2
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	O 1	O 2

23. **Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?**

A. **In grades 1 - 6: (MARK ONE)**

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05
- O Was not in school in U.S. then 06

B. **In grades 7 - 9: (MARK ONE)**

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05
- O Was not in school in U.S. then 06

C. **In grades 10 - 12: (MARK ONE)**

- O All or almost all of the teaching was done in that language 01
- O Most was in that language 02
- O About half was in that language 03
- O Some was in that language 04
- O None was in that language 05